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ABSTRACT

This third grade unit has three major goals: 1) To encourage pride, appreciation, and respect for Blacks in the minds of Black boys and girls; 2) To help Whites recognize that Blacks have been a contributing force in the growth of our country; and, 3) To promote an understanding of the similarities of all people and respect for their differences. It highlights significant days in American history, by providing student activities and teacher materials for their celebration. The student activities are arranged according to the months of the year in which prominent Blacks were born, died, or made significant contributions to the growth of America. In an appendix, ten pages of booklists and media resources on Black History are available. (Author/AWW)

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Curriculum GUIDE

Subject FEE 11771 DAYS IN BLACK HISTORY

Division of Curriculum and Instruction

Camden City Public Schools

Camden, New Jersey

ED052087

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Camden City Schools

Curriculum Guide

RED LETTER DAYS IN BLACK HISTORY

GRADE THREE

SD 001 344

September 1970

"FROM EVERY MOUNTAINSIDE

LET FREEDOM RING"

BOARD OF EDUCATION

CAMDEN, NEW JERSEY 08101

OFFICE OF THE SUPERINTENDENT
ROOM 511 CITY HALL

September
30
1969

CHARLES SMERIN
SUPERINTENDENT OF SCHOOLS

To My Colleagues:

The Camden Board of Education and its staff have continued as leaders in New Jersey in curriculum development in Afro-American and Puerto Rican contributions to history.

During the spring of 1968, the Committee for Community Action in Camden and a task force of teachers, administrators and citizens made the first step toward meeting the needs of all the children in the Camden City Schools in Afro-American and Puerto Rican history by preparing teaching units for each grade level, one through twelve, in our schools.

The summer of 1969 marked the continuation of efforts toward achieving the goals of the Camden Board of Education by extending the work of the preceding year to include the contributions of Afro-Americans and Puerto Ricans in the fields of art, music and literature. It should be noted that the Urban Schools Development Council, Trenton, New Jersey made significant financial and educational contributions to this effort.

The Board of Education of Camden and its administrative staff are pleased with the strides made to date in reinforcing our school curriculum to include materials necessary for the mental and social development of all pupils. We trust that through understanding and knowledge will come a better living relationship among all of our students, and hopefully all of the citizens of Camden.

Sincerely yours,

Charles Smerin

Charles Smerin

ACKNOWLEDGEMENTS

The following persons were responsible for preparing the Third Grade Afro-American unit.

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Sponsored by:

The Camden Board of Education

and

The New Jersey Urban School Development Council

RED LETTER DAYS IN BLACK HISTORY

CALENDAR

September

12 .....Commodore John Barry Day

12 .....National Anthem Day

17 .....Constitution Day

October

2 .....Nat Turner's Birthday

12 .....Christopher Columbus and Black explorers of the new world

23 .....Jackie Robinson (First Black to play baseball for a Major League Club 1947)

24 .....United Nations Day

27 .....Benjamin O. Davis Jr. (First Black Am. to be named Air Force General, 1954)

November

11 .....Veteran's Day
Book Week
American Education Week

December

15 .....Bill of Rights Day

January

15 .....Martin Luther King's Birthday

February

.....Negro History Week (Week that includes Abraham Lincoln's birthday (Feb. 12) and Frederick Douglass' birthday (Feb. 14)

22 .....George Washington's birthday

March

5 .....Crispus Attucks Day

April

.....Arbor Day

May

1 .....Child Health Week

.....Music Week

19 .....Birthday of Malcolm X

30 .....Memorial Day

June

.....Art Week

21 .....Birthday of Henry O. Tanner

"The heights by great men reached and kept,
Were not attained by sudden flight
But, they, while their companions slept
Were toiling upwards through the night."

Henry W. Longfellow

(from the poem, "The Ladder
of St. Augustine"

This unit entitled, Red Letter Days in Black History, can arouse interest, pride, appreciation and respect in the minds of Black boys and girls, and help Whites to recognize that this minority group has been a contributing force in the growth of our country.

It is our hope that this unit will be used in the correlation of significant days in American history, in order to promote understanding of similarities of all people and respect for their differences. Through this approach, we therefore hope to instill in boys and girls the concept of working constantly to prepare themselves for the time when they, too, will make some worthwhile contribution to American society, and thus help build correct attitudes in all peoples.

The units are arranged according to the months of the year in which prominent Blacks were born, died, or made significant contributions to the growth of America.

Since all races and nationalities who came to the shores of America made outstanding contributions to our democratic ideals, it is no more than fair and right that the achievements of a people who have laid down their lives that this nation might be free, be brought to the attention of the public.

Blacks are constantly studying and learning about what other racial groups have done in the building of America, but they themselves are ignorant to the fact that men and women of their own race have also contributed greatly to our American way of life.

Red Letter Days in Black History is to be correlated with special days in which the achievements of other racial groups are commemorated.

"A race is like a man. Until it uses its own talents, takes pride in its own history, and loves its own memories, it can never fulfill itself completely."

- John W. Vandercook -

CONTENT

In this era of rapid change, there is a loud and constant cry for curriculum and social reform in our American way of life. This revolution for human readjustment has caused our institutions of learning to pause and take a retrospective view of the role of the schools in preparing boys and girls to respect and appreciate the achievements of minority groups.

Since America has always welcomed all races and nationalities to her shores, it is imperative that the schools place greater emphasis on the worth and dignity of all races and uphold the true democratic values of equality, justice, fair play, freedom and respect for all citizens, regardless of race, color, or creed.

Today, more than ever before, Black Americans are demanding and insisting that a true and accurate account relative to the outstanding contributions of this large minority group be included in the textbooks of our nation's schools. Too long Blacks have been ignored and thrown in the sea of oblivion. Too long, this oppressive group has been ignorant about the great contributions of other Blacks. Too long, this minority group has been reluctant in preparing its members to accept responsibilities and duties as American citizens living in a Democratic society. Both Black and White teachers need to realize that Black children are more race concious now than there ancestors were years ago. A new feeling of pride and interest in their racial heritage has emerged. As a result, the story is different now.

This revolution is a general reawakening in the quest for knowledge about the contributions of Black Americans who have toiled ardently under inconceivable and deplorable conditions.

Echoes of "First class citizenship" can be heard from the Atlantic to the Pacific Ocean and from the Great Lakes to the Gulf of Mexico.

From the address, "The Dignity of Man" John Hope Franklin states:

> "We who teach must first be learners and learn to apply lessons of the past to those lessons for tomorrow, even if they require readjustment in our thinking and courage in our actions".

This statement exemplifies the idea that correct attitudes, knowledge and understanding concerning the contributions made by Blacks in the building of our nation must be learned and taught. Children need guidance in building correct attitudes and acquiring knowledge. Teachers must be responsible for inculcating in children the democratic principles and ideals for which America has stood.

Encouraging Thoughts

Preparation leads to qualification,
Qualification leads to better positions
Better positions lead to better living;
Better living leads to good citizenship
Good citizenship leads to better understanding of others;
Better understanding of others leads to broadmindedness,
Broadmindedness leads to wholesome attitudes,
Wholesome attitudes lead to appreciation and pride,
Appreciation and pride lead to a fuller and richer life,
A fuller and richer life leads to the contribution of
something worthwhile to society.

- Isabel C. Mills -

ALL PEOPLE SHOULD HAVE A CHANCE IN LIFE.

SEPTEMBER

Responsibility

"Every human being has a work to
carry on within"

- Channing -

A. Concepts

1. Respect

To hold in high esteem

2. Interdependence

Dependence on one another

3. Cooperation

To work with others in doing something

4. Responsibility

A duty requiring much attention.

B. Generalizations

1. All citizens have privileges and responsibilities

2. People use their government to get what they want

3. Fairness, love and understanding for all mankind are channels by which equality can be achieved.

4. Men have died for love of country and freedom for all.

C. Knowledge

1. To know that all members of a certain community have certain rights and responsibilities.

2. To know that prominent blacks are using legal means to secure basic freedoms for all people.

3. To know that it is the responsibility of all mankind to work together in fairness, love and understanding today, if we are to hope for a better world tomorrow.

4. To know that the National Anthem symbolizes love of country, service to country and freedom for all.

D. Skills

1. To be able to use the dictionary in order to discuss what it means to be:
    A. Respectful
    B. Interdependent
    C. Cooperative
    D. Responsible
2. To be able to dramatize situations showing disrespect of peoples' rights, and irresponsibility
3. To be able to draw pictures of boys and girls working together to achieve a common goal
4. To be able to make a picture booklet showing cooperation in the home, school, and community
5. To be able to write an introductory letter to a peer, for the purpose of showing ideas
6. To learn to say and/or sing "Lift Every Voice and Sing"- Negro National Anthem and the National Anthem in order to compare the inner thoughts that both seem to be saying.

Activities

1. By using the dictionary, children can learn the meanings of the following:
   a. respect
   b. interdependence
   c. responsibility
   d. cooperation
2. Children can dramatize situations which show disrespect of peoples' rights and irresponsibility of individuals
   a. selfishness on the playground
   b. neglect of sanitation responsibilities (letting trash pile up)
3. Children can draw pictures of boys and girls working together to achieve a common goal.
   a. putting up bulletin boards
   b. participating in assembly programs
   c. working on group projects
4. Children can make a picture booklet showing cooperation in the home, school and community, and the results attained.
   a. members of the family performing various duties
   c. church programs set up for children
5. Children can write introductory letters to a person for the purpose of sharing ideas
6. Children can discuss the words in the chorus of "Lift Every Voice and Sing" and then learn to sing the song for the purpose of comparing the inner-thoughts of this song with those of the first stanza of the "National Anthem."

7. Children can see the filmstrip

   What is a congressman (E.R.S.)

8. Children can look through Ebony or other magazines for pictures related to the United Nations, Shirley Chisholm, Senator Edward Brooks, Thurgood Marchall and Angie Brooks. After finding pictures, each child can make a small booklet.

9. Read What Mary Jo Shared to the children

10. Share with the children all of or sections of :

    City Visits

    City Workers

September

12 - Commodore John Barry Day

Oliver H. Perry

(War of 1812 Naval Hero)

In 1813 Captain Oliver H. Perry was sent to Lake Erie to build a fleet and prevent a British invasion from Canada. His commander sent Black sailors for his crew, and Perry complained. Nevertheless, Perry would not have been victorious in the Battle of Lake Erie without his Black sailors. He later praised them highly for their courage and their skills. Eighty-three black sailors refused to abandon the Perry flagship when it was attacked, and they died on board.

12 - National Anthem Day (Lift Every Voice and Sing)

See James Weldon Johnson

Curriculum Guide

Biographical Sketches

Section - Diplomats

LIFT EVERY VOICE

Words By

James Weldon Johnson

Lift every voice and sing
Till earth and heaven ring,
Ring with the harmonies of Liberty;
Let our rejoicing rise
High as the listening skies,
Let us resound loud as the rolling sea.
Sing a song full of the hope that the dark past has taught us;
Sing a song full of the hope that the present has brought us;
Facing the rising sun of our new day begun,
Let us march on till victory is won.

Stony the road we trod,
Bitter the chast'ning rod,
Felt in the days when hope unborn has died,
Yet with a steady beat,
Have not our weary feet,
Come to the place for which our fathers sighed:
We have come over a way that with tears has been watered,
We have come treading our path through the blood of the
slaughtered,
Out from the gloomy past,
Till now we stand at last
Where the white gleam of our bright star is cast.

God of our weary years,
God of our silent tears,
Thou who has brought us thus far on the way;
Thou who has by thy might
Let us into the light,
Keep us forever in the path, we pray,
Lest our foot stray from the places our God where we met thee,
Lest our hearts, drunk with the wine of the world, we forget
Thee;
Shadowed beneath Thy hand
May we forever stand,
True to our God,
True to our native land.

OCTOBER

Unity

"United we stand; by dividing we fall"

- John Dickinson

Constitution Day

Shirley Chisholm (1925 -)

U.S. Congresswoman

Shirley Chisholm is the first Black woman elected to Congress.

Mrs. Chisholm was born in Brooklyn, New York and is most adept in identifying and understanding the problems of the newly-created predominantly Black and Puerto Rican 17th congressional district she represents (Harlem).

Mrs. Chisholm's congressional appointment culminates 20 years of political activity.

Senator Edward Brooke

See Biographical Sketches
Curriculum Guide

Section-Foreign Leaders
Government Officials

Robert C. Mix

See Biographical Sketches
Curriculum Guide

Section- Foreign Leaders
Government Officials

OCTOBER

A. Concepts

1. Respect

To consider that which is worthy of esteem

2. Service

To do duty

3. Citizenship

To owe allegiance to a government and to be entitled to protection from it

B. Generalizations

1. Different races of people have contributed to the making of a nation

2. Through service to mankind, peace and harmony are perpetuated throughout the world.

3. Black individuals have made contributions as citizens and have the right to be protected by the government.

C. Knowledge

1. To know that different races of people have contributed to the making of a nation.

2. To know that through service to mankind, peace and harmony are perpetuated throughout the world.

3. To know that Black individuals have made contributions as citizens, and have the right to be protected by the government.

Skills

1. To be able to discuss a filmstrip on Matthew Henson after seeing it

2. To be able to discuss a filmstrip on Estevanica after seeing it.
3. To be able to re-create Henson's voyage to the North Pole through dramatic play.
4. To be able to re-create Estevanica's search for the "Seven Cities of Cibola".
5. To be able to pretend to be Henson and write a letter home for the purpose of telling ones impression of the top of the world.
6. To be able to write a short paragraph describing what living with the Zuno Indians was like to Estevanica.
7. To be able to discuss the purpose of the United Nations
8. To be able to discuss Angie Brooks' importance in the U.N.
9. To be able to understand the physical make-up of the U.N. (through the use of transparencies, filmstrips, pictures or pamphlets)
10. To be able to copy or draw, the U.N. General assembly room.
11. To be able to understand the significance of the Nobel Peace Prize.
12. To be able to discuss a filmstrip on Jackie Robinson.

Activities

1. Show a filmstrip and/or transparency on Matthew Henson and discuss it.
2. Show a filmstrip and/or transparency on Estevanico (after seeing it) discuss it.
3. Re-create Henson's voyage to the North Pole through dramatic play.
4. Re-create Estevanico's search for the "Seven Cities of Cibola".
5. Children pretend to be Henson writing a letter back home for the purpose of telling his government and friends his impression of the top of the world.
6. Children can write a short paragraph describing what living with the Zune Indians might have been like to Estevanico.
7. Discuss the purpose of the United Nations
8. Discuss Angie Brooks' importance in the United Nations
   "Ebony" February, 1970
9. Show pictures of the U.N.

   For those interested students, have them draw the General Assembly room of the U.N.
10. Through the use of transparencies, pamphlets, periodicals, magazines, pictures or filmstrips, help children to understand the physical make-up of the United Nations' Building.
11. Discuss the significance of the Nobel Peace Prize awarded to Ralph Bunch in 1950
12. Show a filmstrip on Jackie Robinson

Nat Turner

Anti-Slavery Revolutionist

The Turner revolt was instrumental in terrorizing slave-holding states of the South into passing the restrictive Black Codes to prevent slaves from attempting other revolts.

Turner thought he was chosen by God to lead his people out of bondage. His revolt quickly moved from plantation to plantation in Southampton County, killing 45 whites within thirty-six hours. Unfortunately, the cause was faltered by the betrayal of one of the slaves. As a result of this betrayal, a massacre of Blacks followed as enraged Whites sought revenge. The revolt was abruptly stopped and Turner and 16 others were hanged.

Columbus Day

Matthew Henson - Explorer

Matt Henson was born in Charles County, Maryland. After attending public school for six years, he shipped out of Baltimore as a cabin boy to Japan, France, Spain, North Africa, Russia and the Philippines, which made him an experienced seaman.

By accident, while in Washington, Henson and Captin Robert E. Peary, an explorer, met. The two liked each other and Henson became Peary's personal attendant and messenger.

Peary took several trips in search of the North Pole. Finally April 6, 1909, the day came when Matthow Henson was the first man in Peary's expedition to step foot on the North Pole. Peary unable to walk arrived less than an hour later to confirm Henson's reading on their position.

Estevanico (Little Stephen) 1500-1539

Explorer

An explorer of New Mexico, Arizona, and the Seven Cities of the Zune Indians, sailed from Spain in 1527 with an expedition of 506 persons to explore the New World.

Estevanico was from Morocco where mixtures of African and Arab blood had produced a population ranging in color from ivory white to ebony black.

In 1539 Tray Marcas de Nizo, a Franciscan monk, selected Estevanico to serve as guide for the expedition in search of the legendary Seven Cities of Cibola. Estevanico did not find the Seven Cities of Cibala, but did find the Zune Indian tribe, never to be seen again.

He is credited with opening the way to what is now called Arizona.

<u>United Nations Day</u>

Angie Brooks

President of U.N. General Assembly

Angie Brooks, a forceful, yet diplomatic parliamentarian, is the second woman and the second Black woman to preside over the United Nations General Assembly.

Born 41 years ago in Montserrado County, Liberia (Africa) Angie attended Shaw University and the University of Wisconsin to earn her social science, law, and political science degrees.

The fall of 1969 was Africa's turn to hold the presidency under the U.N. policy of shifting the top office annually by geographic region. Yet the successful candidate had to gain the

backing of all 40 member states from the continent. As a woman who knows exactly what she wants and goes right after it, Angie Brooks set out to"mow down" the competition with the expertise acquired in 12 years of U.N. experience. Paving her own road to victory in a hectic campaign trek through 23 countries was far from easy. Miss Brooks had campaigned so successfully for the job that her election by a nearly unanimous vote surprised few U.N. watchers.

Ralph Bunche

Statesman and Political Scientist

Ralph Bunche attended and graduated from the University of California (Summa Cum Laude)and (Phi Betta Kappa). He went on to Howapd University for graduate studies and an assistant professorship. While at Howard, he received his doctorate after going to Europe and Africa for first hand material on social problems, the topic for his dissertation.

While being co-director of the Institute of Race Relations at Swarthmore College, he and Gunnar Myrdal combined their talents to make a comprehensive study of Negro-White relations in the United States which resulted in a great work, An American Dilemma.

Bunche is presently Director of the Trusteeship Division of the U.N.

Buncho was awarded the Nobel Peace Prize in 1950 for settling a dispute which was threatening war between Israel and Arabia.

Jackie Robinson

Branch Rickey, president of the Brooklyn Dodgers, announced that Jackie Robinson would play baseball with the Montreal Royals, the Dodger's farm club. On April 10, 1947, Robinson began his major-league career with the Dodgers.

Benjamin O. Davis Jr.

(See Biographical Sketches)

Curriculum Guide

Section Foreign Leaders

Government Officials

NOVEMBER

Citizenship

"The heart of the question is whether all Americans are to be afforded equal rights and opportunities; whether we are going to treat our fellow Americans as we want to be treated."

- John F. Kennedy-

A. Concepts

1. Appreciation

To value a person or a thing at its true worth

2. Service

To do duty

3. Respect

To hold in high esteem

4. Education

The act or process of educating or training

B. Generalizations

1. Individuals have helped to serve our country in the armed forces

2. Many Blacks have made literary contributions to America's Society

3. Many Blacks have been instrumental in educating the minds of children, young adults and adults

4. Many Blacks started their own schools, and places of higher learning.

C. Knowledge

1. To know that individuals have helped to serve our country in the armed forces

2. To know that many Blacks have made literary contributionsto America

3. To know that many Blacks have been instrumental in educating children, young adults and adults

4. To know that many Blacks started their own schools and places of higher learning.

D. Skills

1. To be able to use the dictionary to discuss the meaning of veteran, and the meaning and the significance of the Pulitzer Prize
2. To be able to read and/or listen to the poetry of Gwendolyn Brooks, Arna Bontemps, Countee Cullen and Paul Laurence Dunbar, for the purpose of appreciating it and discussing it. (Refer to Arna Bontemps Anthalogy of Negro Poetry for Young People)
3. To be able to make a booklet of poems and pictures of famous Black poets and poetesses. (Refer to above and others in Bibliography)
4. To be able to draw pictures of animal characters from Cullen's Lost Zoo
5. To be able to draw pictures of old Tuskeegee and Tuskeegee today for the purpose of making a comparative study. (emphasize-physical make-up, enrollment, curriculum)
6. To be able to draw pictures of old Wilberforce and Fisk Universities in order to make a comparative study of the universities today. (emphasize-physical make up, enrollment, curriculum)
7. To be able to use the dictionary to look up the meaning of "abolishionists" for the purpose of discussing the role they played in education.
   a. Charles Sumner
   b. John G. Whittier
8. To be able to discuss the contributions Mary McLeod Bethune made to education
9. To be able to discuss filmstrips on

Booker T. Washington - Mary Mc Leod Bethune-
George Washington Carver

E. Activities

1. Children can use the dictionary to look up the meaning of:

    a. veteran
    b. Pulitzer Prize

2. Children can listen to and/or read poems by Gwendolyn Brooks, Arna Bontemps, Countee Cullen and Paul Lawrence Dunbar.
3. Children can make a booklet of poems by Black Poets and Poetesses.
4. Children can draw pictures of animal characters from Cullen's <u>The Lost Zoo</u>.
5. Show children pictures of what old Tuskeegee looked like.
6. Show pictures of Old Fisk and Wilberforce, and also show pictures of these schools today.
7. Children can draw pictures of Old Fisk, Wilberforce, Tuskeegee, and pictures of these present day universities for the purpose of making a comparative study.
8. Children can discuss the term "abolitionist" and the role abolitionists played in education:

    Charles Sumner - John Greenleaf Whittier

9. Show filmstrips on famous Black Educators.

    a. Mary McLeod Bethune
    b. Booker T. Washington
    c. George Washington Carver (S.V.E.)

"A good book is the best of friends, the same today and forever"

-Tupper-

CONTENT

Book Week

Arna Bontemps (See curriculum guide - Biographical Sketches)

James Baldwin (See Biographical Sketches)

Langston Highes (See Biographical Sketches)

Paul Laurence Dunbar (See Biographical Sketches)

Section-Authors & Journalists

Gwendolyn Brooks (1917 -) Poetess

Gwendolyn Brooks is the only Black person to have won the Pulitzer Prize. In 1950, the Pulitzer Prize was awarded to Miss Brooks for a volume of poetry entitled Annie Allen. Although the Pulitzer Prize was the ultimate award for her excellence as a poetess, she has been the recipient of various awards for her outstanding poetry.

Countee Cullen (1903-1946)

Countee Cullen, one of America's leading Black poets, was born in Baltimore, Maryland. Orphaned at an early age, he was adopted by Reverend Frederick Cullen of New York City. After attending public school in New York, Cullen went on to New York University and then to Howard University, where he received his Master of Arts degree.

Color, his first book of poetry, was published in 1925, while he was still a student. His book, The Lost Zoo is considered a children's classic. It contains "The Animals That Went Into the Ark", a funny animal poem. In it Cullen gives the animals such names as Hazel Hind, Atom Ant, L.E. Phant, Michael Monkey and Donald Donkey.

At the time of his death, January, 9, 1946, Cullen was a teacher of French at a public high school in Harlem.

"If a man empties his purse into his head, no man can take it away from him. An investment in knowledge always pays the best interest."

-B. Franklin-

Mary McLeod Bethune

See Biographical Sketches - Curriculum Guide Section - Educators

Charles Sumner

John G. Whittier

See Biographical Sketches-Curriculum Guide Section - Anti-Slavery Leaders

George Washington Carver

See Biographical Sketches-Curriculum Guide - Section - Biologists, Chemists, Inventors

Booker T. Washington

Booker T. Washington was born a slave near Halos Ford, Virginia. He taught himself to read and write by fire-light with the help of an old spelling book.

At age fourteen, Washington entered Hampton Institute, a school for Blacks at Hampton, Virginia, and was invited to be principal of a new institute in Tuskegee, Alabama.

Washington urged his students to learn farming, and the farming business. He also urged his people to work hard, save their money, and buy land. The institute's most famous teacher was George Washington Carver.

The School at Tuskegee became known throughout the south. In one speech in Atlanta (1895), Washington, speaking to a crowd of chiefly whites suggested intergration. His speech was called the "Atlanta Compromise".

Dr. Ulysses S. Wiggins

Dr. Wiggins was born in Americus, Georgia. Both his parents were born in slavery, but his father became a merchant

and a planter who owned the plantation on which he (father) was born a slave.

Dr. Wiggins attended elementary and high schools in Americus, Ga. He received A.B. and M.D. degrees from Lincoln University and the University of Michigan, respectfully.

Dr. Wiggins was an active participant in many groups to which he contributed the wealth of his talents and experiences. He was on the National Board of the NAACP. He was six years president of the New Jersey State Conference of NAACP Branches. He had been the only president of the Camden Branch of NAACP since its reorganization in 1941. His 25 years of service were the longest tenure of office for any NAACP official in the nation. He was also named vice-chairman of the National Board of NAACP, the third individual to hold this position.

Under his dynamic leadership, Dr. Wiggins assisted in the placement of Blacks in skilled capacities with the New York shipbuilding and Bell Telephone Corporations. He helped place the first Black Yellow Cab Driver, cashier in the American Stores Co., saLesgirl in Sears and Roebuck, toll collectors, and policemen on the Ben Franklin Bridge. He was also active in the integration of Camden's schools.

In 1969 the Bergen Square Elementary School in Camden, N.J. was renamed in honor of this great man.

TUSKEGEE INSTITUTE

Booker T. Washington

(George Washington Carver) was the founder of the Tuskegee Institute in Alabama - a school now famous throughout the world for agricultural research. The school was founded on his belief that the road to equality was through education.

Tuskegee started out as a single shack with thirty students and a faculty of one - Booker T. Washington. After the first year, Washington moved this first school for the training of black teachers to a 100 acre plantation.

Today, Tuskegee covers nearly 5,000 acres, has more than 150 buildings, and is internationally known for agricultural research.

FISK UNIVERSITY

Fisk University opened in Nashville, Tennessee, as an elementary school, beginning with the first grade.

Later Fisk began to train teachers and administrators. Today the university is a great center for blacks seeking higher education.

BETHUNE - COOKMAN COLLEGE

Bethune-Cookman College, in Daytona, Florida, was for the most part founded by Mary McLeod Bethune.
Bethune-Cookman grew into one of the largest institutions for the training of black teachers in the southeastern United States.

Bethune-Cookman College started out as a rented cabin with five girls as students. The school was kept alive by monies obtained from concerts. and festivals.

In 1905 the school received a state charter as the Daytona Normal and Industrial Institute for Negro girls.

DECEMBER

"If America is to remain a first class nation, it cannot have a second-class citizenship"

-Martin Luther King-

BILL OF RIGHTS DAY

December 15

In accordance with the Civil Rights Movement which has as its central theme- Liberty and Justice for All People, the United Nations General Assembly proclaimed that "All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood."

Since 1954 a Black people's Movement has pushed harder and harder for full freedom and equality. Black Americans are determined to do their utmost in order to obtain equality educationally, socially, politically and economically. The Black man has sought a new course now. "Action now", is the cry "We cannot wait any longer." Answer our demands now."

Blacks and Whites have joined together in civil rights organizations to work for justice and equality for Blacks.

The Civil Rights Movement has caused Blacks to keep pushing and plugging for rights that belong to them. From this desire to press forward, better educational opportunities, better jobs, better housing and higher salaries have resulted. Blacks have taken more pride in their race and have gained respect from Whites since the Black Revolution has left its imprint.

Individuals as Ralph Abernathy, William DuBois, Vel Phillips, Shirley Chisholm, A. Philip Randolph are contributing to the fight for the democratic principles for which America proudly boasts.

Objectives

A. Concepts

1. Courage
2. Citizenship
3. Respect
4. Appreciation
5. Change
6. Interdependence
7. Tolerance

B. Generalizations:-

1. Black America wants the freedom and equality to which they are entitled.
2. Civil rights is an old story that has never reached completion.
3. Leaders as W.E. DuBois, A. Phillip Randolph and Ralph Abernathy, successor to Martin Luther King, can never be forgotten in their struggle for equality.
4. Many marches have been conducted for the purpose of focusing the many injustices that Blacks have undergone.
5. Blacks have been aided greatly by sympathetic Whites in the fight to attain first class citizenship for Blacks.

C. Knowledge

1. To know that the demands of Blacks are not new.
2. To know that civil rights leaders and organizations have had different views about the acquisition of equality for Blacks.

3. To know that there are many civil rights organizations such as the Congress of Racial Equality, the National Urban League, the Southern Christian Leadership Conference, the National Association for the Advancement of Colored People (N.A.A.C.P.) and others.

4. To know that Blacks must prepare themselves in every way in order to cope with the different changes in our American Society.

D. Activities

1. Have pupils draw the Washington Monument where the Poor People's Campaign under the leadership of Ralph Abernathy took place. After this is done, let the pupils write five sentences about the campaign.

3. Let pupils make individual scrapbooks of prominent Blacks as Abernathy, DuBois, Phillips, Chisholm, Randolph and so forth, involved in the Civil Rights Movement.

4. Read short biographical sketches about Abernathy, Randolph, Phillips, Chisholm and DuBois. Have pupils discuss these.

5. Let pupils draw an outline map of the United States using dots to indicate the residence of the civil rights leaders mentioned. Put a red dot to show where Abernathy resides; blue dot to show where DuBois resided; yellow dot to show where Chisholm resides; brown dot to show where Randolph resides, and a green dot to show where Phillips resides.

6. Have pupils make a mural showing some things that civil rights leaders are fighting for.
7. Let pupils arrange a Hall of Fame. Have them display pictures of Abernathy, Randolph, Phillips, Chisholm and Du Bois.
8. Have pupils read about the Civil Rights Movement and give reports on this to the class.
9. Have pupils make a booklet entitled, Get to Know Me in which they put words that are new to them relative to the Civil Rights Movement.
   Words as:- ghetto, mobs, riots, Freedom Riders, slums, equality, sit-in.

"I HAVE A DREAM"

JANUARY

"I have a dream today. I have a dream that one day every valley shall be exalted."

-Martin Luther King, Jr.-

MARTIN LUTHER KING JR.

January 15

Objectives

A. Concepts

1. Citizenship
2. Tolerance
3. Respect
4. Appreciation
5. Change

B. Generalizations

1. Martin Luther King has been called the "Drum Major of Justice" and the"Moses of his people."
2. This great civilrights leader was concerned about all underprivileged people and was determined to fight for equal rights.
3. Non-violence- love instead of hate were the means that Dr. King used to overcome injustice.
4. Dr. King used words, deeds and actions in his peaceful fight to make things right in America.
5. Through hisefforts, this great man aroused the consciences of Americans to reflect on the principles of democracy.

C. Knowledge

1. To know that Martin Luther King tried to love and serve humanity.
2. To know that this great man believed in, the non-violent approach to overcome injustice.

3. To know that this humanitarian preached the doctrine of <u>love</u> instead of <u>hate</u>.
4. To know that Dr. King was concerned about <u>all</u> underpriviledged people.
5. To know that Martin Luther King was a martyr for justice and equality.

D. Activities

1. Let pupils draw individual maps of the state in which Dr. King was born. Have them put an asterik in red to show the city where he was born, and write the name of the city.
2. Let pupils read books about this great leader and write reports to be read in class.
3. Have pupils form committees for the purpose of writing a playlet about Dr. King to be presented in assembly or to another class.
4. Let pupils prepare questions and answers for a mock radio quiz show.
5. Have pupils make individual booklets entitled "Get to Know Me". In this booklet pupils will write the meaning of unfamiliar words in connection with the life of Martin Luther King. Words can also be used in sentences.
6. Let pupils dramatize a part of Dr. King's speech <u>I Have a Dream</u>.
7. Have pupils collect pictures and secure clippings from magazines or newspapers about Martin Luther King. Let them make individual scrapbooks with this material.

8. Let pupils make a Martin Luther King corner in the room. Have them make a diorama of Dr. King's House and family.
9. Let pupils listen to the recording I Have a Dream and discuss it.
10. Have pupils sing the Freedom Song that Dr. King and his followers sang when marching for freedom's cause- We Shall Overcome.
11. Let pupils write individual letters to Mrs. King telling her why they enjoyed reading about Dr. King.
12. Have the pupils make a mural depicting Dr. King and his followers marching to Washington D.C. to plead for justice.
13. Let pupils read poems about Martin Luther King and discuss them.
14. Have pupils learn a choral reading observing the death of Martin Luther King, Jr. by Gerda G. LaKritz.
15. Show filmstrip of Martin Luther King, Jr. to pupils and have them write a report of the filmstrip the next day.

FEBRUARY

"Success is measured not so much by the position that one has reached in life as by the obstacles which he has overcome while trying to succeed."

-Booker T. Washington-

NEGRO HISTORY WEEK

During the formative years of the child's life, race consciousness and pride should be instilled in him to such an extent that his aspirations, ideals and hopes will be high.

Very often we pause and pay special attention to activities which foster better understanding, enrich our appreciation, and create a desire to acquire new insights in different parts of our every day life. At this time we stop and take inventory of what others have achieved.

In our schools special weeks as American Education Week, Fire Prevention Week, Health Week, National Brotherhood Week and others are observed. The idea in mind with the observance of these special weeks is not just for this time only, but to develop various concepts throughout the year. These special weeks act as reminders for the general public to increase their knowledge and understanding of the principles of democratic living.

What has been said, can also be applied to the observance of Negro History Week. Since its founding in 1926 by the great historian, Carter Godwin Woodson, most American communities have stopped to observe the period in February which includes the birthdays of Abraham Lincoln and Frederick Douglass, the great advocates of freedom.

American Blacks have made many significant contributions to the History of the United States, very little has been revealed about their achievements. During Negro History Week more and more revelations relative to the contributions of this minority group are brought to the eyes of the public. As a

result of this other racial groups learn to understand and appreciate the dignity of man and the contributions made by Blacks. By understanding and appreciation of the achievement of others, people begin to discover their similarities, differences and interdependence.

Objectives

A. Concepts

1. Respect
2. Appreciation
3. Tolerance
4. Cooperation
5. Interdependence
6. Change

B. Generalizations

1. Negro History week is a special week in which the contributions of outstanding Blacks are proclaimed.
2. This week should not be the end of the study of prominent Blacks. This should be correlated as much as possible with every area of study in our school curriculum.
3. Negro History Week should embrace many activities that would involve the community at large.
4. The achievements of Blacks can be revealed to the public in exhibits debates, plays, concerts, essay contests, films and tours.

5. This special week in February includes the birthdays of two great men who believed in the abolition of slavery - Abraham Lincoln and Frederick Douglass.

C. Knowledge

1. To know that Negro History Week is widely recognized in many American communities.
2. To know that this special week serves as a reminder for all people to understand and appreciate what Blacks have contributed to the building of America.
3. To know that by gaining knowledge about the achievements of Blacks, we can better appreciate what they have done.
4. To know that whatever is being achieved by Blacks now and will be done in the future has been made possible by pioneers of the race in the past.
5. To know that the Association for the study of Negro Life and History has done much to change the attitudes of other racial groups toward the Blackman and vice versa.
6. To know that we, too, can begin now to be good citizens and work towards some contribution.
7. To know that more and more opportunities are opened to us now. In order to grasp them, we must prepare ourselves now.
8. To know that many individuals black and white fought for the abolition of slavery.

D. Activities

1. Plan an assembly play about prominent Blacks and their achievements.

2. Have pupils write individual reports about outstanding Blacks who made contributions in the 20th century.
3. Let pupils put up a Hall of Fame bulletin board.
4. Have pupils collect pictures from magazines and articles from the newspapers about prominent Blacks.
5. Let pupils make individual scrapbooks with the material collected.
6. Have pupils write invitations to parents and friends inviting them to a Lincoln-Douglass Tea in their classroom.
7. Let pupils make a booklet entitled Who's Who in Black History of prominent Blacks. Have them write short sentences about their contribution to American society.
8. Have pupils draw a map of the United States and put the names of outstanding Blacks that they have included in their Who's Who in Black History Booklet. Have them put the names of the contributors in the states that resided or are residing now.
9. Let pupils have a"Did You Know?" hour. Have some pupils reveal facts about Blacks that are not commonly known.
10. Have pupils construct dioramas of important events in the lives of outstanding Blacks. Each pupil can work with a particular Black that he or she admires.
11. Let the pupils make tape recordings about quotations of famous Blacks.
12. Let pupils make posters for Negro History Week with the theme,"Who's Who in Black History".
13. Let pupils dramatize a favorite Black.
14. Have pupils prepare for a guessing game; "WHO AM I?"

Let two or three good readers read about Blacks and what they contributed to our American way of life and have pupils answer.

15. Let pupils discuss some of the qualities which might help to make an individual great.
16. Have pupils sing Lift Every Voice by James Weldon Johnson with spirituals, Negro folk songs and work songs.
17. Let pupils make a mural of prominent Blacks and their contributions to our American way of life.
18. Show films and filmstrips on:- Frederick Douglass, Harriet Tubman, Benjamin Banneker, Mary McLeod Bethune.
19. Use recordings to introduce Black singers and musicians as: W.C. Handy, Nathaniel Dett, Marian Anderson and Leontyne Price.
20. Read stories of famous Blacks to pupils.

Refer to Biographical Sketches Curriculum Guide for information on:-

Mary McLeod Bethune
Benjamin Banneker
Paul Laurence Dunbar
Thurgood Marshall
Harry Belafonte
Martin Luther King
George Washington Carver
Carter G. Woodson
Marian Anderson
Mahalia Jackson
Gwendoly Brooks
Langston Hughes
Eloise Culver
Gertrude Parthenia Brown
Arna Bontemps

These may be found in Elementary Literature Curriculum Guide Bibliography.

"Lives of great men all remind us we can make our lives sublime. And departing, leave behind us footprints on the sands of times "

-Henry W. Longfellow-

GEORGE WASHINGTON

Even though many stumbling blocks of racial prejudice, discrimination and injustices of all descriptions strewed the path of the daily life of Blacks, many emerged victoriously to the heights of fame and recognition. This success was due to the untiring efforts, personal talents and untold sacrifices which these Blacks who made outstanding contributions to the growth of our country so unselfishly shared.

George Washington, the "Father of our Country" who owned slaves himself, was sympathetic to their education. It is an amazing fact that this great leader even provided for the manumission of his bondsmen in his will.

Objectives

A. Concepts

1. Citizenship
2. Respect
3. Courage
4. Appreciation
5. Tolerance

B. Generalizations:-

1. George Washington, the first president of our country, practiced good citizenship.
2. In spite of many hardships, Blacks have made contributions that have benefited society.

C. Knowledge

1. To know that George Washington practiced good citizenship - honesty, loyalty, truthfulness, cooperation.
2. To know that this great leader and president respected the special talents of Benjamin Banneker and Phillis Wheatley.
3. To know that in spite of the many hardships and trials which Blacks encountered, Benjamin Banneker and Phillis Wheatley proved their worth.
4. To know that even though Blacks were denied an education, many whites were instrumental in them securing the fundamental skills.
5. To know that success involves hard work and sacrifice.

D. Activities

1. Have pupils make a map of the city of Washington, D.C. Let them describe the lay out as to shape.
2. Read poems written about Phillis Wheatley and Benjamin Banneker to the pupils.
3. Read the biographies of Banneker and Wheatley to the pupils and have them discuss these.

4. Have pupils read stories about Wheatley and Banneker. Let them write reports and read them to the class.
5. Let pupils secure pictures and articles about Banneker and Wheatley from magazines or newspapers and make individual scrapbooks.
6. Have pupils draw a picture of the clock that Benjamin Banneker made and write ten sentences about this invention.
7. Let pupils write a paragraph about the qualities of Banneker and another one about the qualities of Wheatley.
8. Let pupils pretend that they are in a meeting with President Washington and Benjamin Banneker walks in to see Mr. Washington as a result of an invitation which he received relative to the planning of the lay out of the city of Washington, D.C. Have one pupil dramatize Banneker and one dramatize Washington.
9. Let pupils choose the right endings of a written activity p.p. 86-87 in Child's Story of the Negro by Jane Shackelford.
10. Show filmstrips of Benjamin Banneker and Phillis Wheatley. Have pupils discuss this. (S.V.E. Filmstrips)
11. Write words as:- Boston, mathematician, Maryland, poetry, George Washington, Washington, D.C. John Wheatley, almanac, Africa and have pupils write sentences about each word.

See Biographical Sketches for information about Phillis Wheatley and Benjamin Banneker.

MARCH

CRISPUS ATTUCKS

Whether slaves or freemen, Blacks have always exhibited their heroic qualities of bravery, courage and fearlessness in every war in which our country has ever fought. So well have they demonstrated patriotism that many have been martyrs to the cause of freedom.

OBJECTIVES

A. Concepts

1. Courage
2. Patriotism
3. Respect
4. Bravery
5. Appreciation
6. Tolerance

B. Generalizations

1. In spite of being bound to the chains of slavery at one time, this man loved his country.
2. This Revolutionary War hero was determined to fight that this nation might be free and independent.
3. Crispus Attucks, in defending our country,was shot by the British.
4. For many years, the anniversary of the American Independence was March 5, in honor of the death of the first fight for liberty.

C. Knowledge

1. To know that Crispus Attucks showed great courage and fortitude in helping our country gain freedom.

2. To know that this runaway slave was a true patriot and was determined to fight for independence.
3. To know that Crispus Attucks was the first Blackman to lay down his life in the Revolutionary War.
4. To know that a monument stands in his honor in Boston, Massachusetts where he was shot.

D. Activities:-

1. Have pupils find the meaning of these words:- martyr, patriot, courage, custom house, wounded, independent, Boston Gazette, massacre in the dictionary. Let them use words in sentences relative to the life of Crispus Attucks.
2. Let pupils draw an outline map of the United States and put Massachusetts in the proper place with a red dot to show where Crispus Attucks was killed.
3. Have pupils read accounts of the life of Attucks and write reports. Let them read these reports to the class.
4. Let pupils discuss the qualities of Crispus Attucks.
5. Let pupils make dioramas of Crispus Attucks in front of the courthouse in Boston firing at the British soldiers.
6. Read the inscription on the grave of Crispus Attucks to pupils. Have them discuss this.
7. Let pupils dramatize Crispus Attucks firing back at the British.
8. Have pupils write a paragraph telling why Crispus Attucks was a great patriot.
9. Let pupils cut pictures of Attucks from magazines and newspapers. Let pupils make individual scrapbooks.

APRIL

Resources

"Give fools their gold, and knaves their power;
Let fortune's bubbles rise and fall
Who sows a field, or trains a flower,
Or plants a tree, is more than all."

-John Greenleaf Whittier-

OBJECTIVES

A. Concepts

Specialist

One who learns to do his job well

Service

The act of performing a duty

Resources

Whatever man finds useful or chooses to use in his environment

B. Generalizations

1. Many kinds of specialists have produced services and goods which have been beneficial to mankind.
2. Specialists produce goods and services that will be used in their environment.
3. People use the resources in their environment to take care of their needs.
4. Trees and plants are important resources which serve people in many ways.

C. Knowledge

1. To know that George Washington Carver was a Black specialist
2. To know that George Washington Carver produced goods which benefit mankind.
3. To know that people use the resources in their environment to take care of their needs.
4. To know that trees and plants play an important part in the lives of people.

D. Skills

1. To be able to discuss the life and contributions made by George Washington Carver
2. To be able to show and discuss products developed from the peanut.
3. To be able to discuss and show how plants help people.
4. To be able to plant a sweet potato and make a dish garden for the purpose of observing plant growth.
5. To be able to make a bulletin board
6. To be able to make an exhibit that shows how giant plants help people.

E. Activities

1. Learn and discuss poem, "Dr. George Washington Carver". Curriculum Guide for Elementary Literature p. 57
2. Show color filmstrip, "George Washington Carver." S V E
3. Pupils can show pictures of products developed from scientist's experiments with peanuts and tell how they help them.
4. Make a scrapbook with pictures of products developed from the peanut.
5. Plant a sweet potato and follow its growth.
6. Make a dish garden. Cut the tops off several carrots. Cut off old leaves. Put the carrot tops in a dish with stones and water. Watch the carrot tops grow again.

7. Have children make a display for the bulletin board. Collect pictures of plants they use for food. Make three columns. Label one "Leaves We Eat". place pictures and names of plants that have leaves we use for food. In another column place pictures and names of plants having stems or roots that we use for food.
8. Make exhibit of the things which giant plants (trees) give us. Make a large tree from cardboard and paint with poster paints. Around tree place furniture (doll), small playhouses, paper, fruit, nuts, empty syrup bottle, etc.
9. Learn poems, "How to Plant a Garden." and The Seedling" (Dunbar)

HOW TO PLANT A GARDEN

Plant four rows of peas:

Preparation
Promptness
Perseverance
Politeness

Plant four rows of lettuce:

Let us obey rules and regulations
Let us be true to our obligations
Let us be faithful to our duty
Let us love one another

Plant four rows of turnips:

Turn up for meetings
Turn up with a new idea
Turn up with a smile
Turn up with determination

Cultivate well and reap the benefits
from an outstanding garden.
-Author Unknown-

THE SEEDLING - By Paul Dunbar-

As a quiet seedling
Laywithin its darksome bed,
To itself it fell a-talking
And this is what it said:
"I am not so very robust

But I'll do the best I can."
And the seedling from that moment
Its work of life began.

Little folks, be like the seedling,
Always do the best you can;
Every child may share life's labor
Just as well as every man.

MAY

"It is in learning music that many youthful hearts learn to live."

-Richard-

"Take care of your health; you have no right to neglect it, and thus become a burden to yourself, and perhaps to others.

-W. Hall-

MAY

OBJECTIVES

Concepts

Appreciation

To value a person or thing at the true worth

Specialists

People who learn to do their jobs well

Citizenship

Equal rights and opportunities

Service

The act of performing a duty

Generalizations

1. All people who make worth-while contributions should be held in high esteem.
2. Many kinds of specialists have produced services and goods which have been beneficial to mankind.
3. Good citizens work together to preserve the nation and to contribute to the welfare of the people of the nation.
4. People should serve their country to the fullest, both in war and peace.

Knowledge

1. To know that Black Americans, past and present, have made significant contributions to our American culture and society
2. To know that Black specialists have produced services and goods which have benefited mankind.

3. To know that there are a variety of ways to express oneself.
4. To know that citizens have equal rights and opportunities
5. To know that Black people serve their country in many ways

Skills

1. To be able to record data about the achievements of Black People through charts, pictures, compositions and scrapbooks.
2. To be able to appreciate poetry and music which Black People have presented to American culture.
3. To be able to express oneself without talking.
4. To be able to discuss the goods and services which Black specialists have produced.
5. To be able to dramatize
6. To be able to discuss how Black Americans are striving to become first-class citizens.
7. To be able to discuss where and how pupils can render service.

ACTIVITIES

Music Week

1. Discuss contributions of Marian Anderson, Mahalia Jackson, Katherine Dunham, and Roland Hayes. Curriculum Guide of Biographical Sketches.
2. Discuss achievements of W.C. Handy. Ask children to bring in records which express the "blues".
3. Play recordings by Marian Anderson and Mahalia Jackson. Discuss the fact that people express how they feel through singing.

Newport 1958 Mahalia Jackson
(Spitituals)
"He's Got the Whole World In His Hands"
Marian Anderson - ERS

4. Pupils learn to sing playsong, " That's A Mighty Pretty Motion." and express themselves creatively through movement.
5. Tape singing of children. Let children compare their recordings with professional ones.
6. Make a music bulletin board. Children take pride in having their contributions posted. Exhibits might include:
   Portraits of famous performers and composers
   Children's art interpretations of favorite songs
   News clippings about the world of music
7. Pupils learn to sing spirituals found in A B C Book 3
   I'm Going to Sing - 21
   Kun-by-Yah - p. 68
   Get on Board - p. 122
   Coming on a Rainbow - p. 154
8. Pupils learn to sing song. "John Henry".

Child Health Week

1. Discuss contributions of Dr. Charles Drew. Curriculum Guide of Afro-American Biographical Sketches.
2. Discuss achievements of Dr. Hallie Tanner Johnson.
3. Read poem, "Dr. Charles R. Drew," in poetry section of Curriculum Guide of Biographical Sketches. After reading poem, pupils may make crayon drawings of hospital room with doctors and nurses.

6. Show Negro Heritage Transparencies of Dr. Charles Drew, ERS
7. Discuss present position of James L. Farmer, Assistant Secretary of Health Education, and Welfare, and how the department in which he works helps people.
8. Pupils make scrapbook of news clippings about Department of Health, Education, and Welfare.
9. Show filmstrip, "What's Inside of You?" ERS

May 19 - Birthday of Malcolm X

1. Class can discuss activities of organization such as NAACP, Core, and SNCC and tell how they fight for better jobs, better education and better housing.
2. Discuss Malcolm X and how he formed his own protest group, "The Organization of Afro-American Unity." Curriculum Guide on Afro-American Biographies
3. Learn poem, "I, Too Sing America." by Langston Hughes and Arna Bontemps. Curriculum Guide on Elementary Literature, p. 22.

MEMORIAL DAY

1. Invite a serviceman to the classroom to relate his training and travels.
2. Take a tour to Sailors and Soldiers Monument on Lansdowne Drive in Fairmount Park (Phila.) Write experience story about trip.
3. Pupils tell how they can render service:

   At Home
   At School
   In the Community

4. Discuss military achievements of Dorie Miller, Captain Robert Smalls, Major R. Delany and Colonel Charles Young and Benjamin O. Davis, Jr.
5. Children can make mural depicting military men in action.
6. Pupils write compositions about relatives or friends who are in military service and read them to the class.
7. Show filmstrip, " Robert Smalls." SVE
8. Show filmstrip, "Memorial Day." ERS

CONTENT

John Henry

John Henry tol' his Cap'n
that a man was a natch'al man;
An' before he'd let that steam drill beat him down,
He's fall dead wid his hammer in his han'
He'd fall dead wid his ham-mer in his han'.

Cap'n says to John Henry
"Goin' to bring me a steam-drill 'roun',
Take that steamdrill out upon the job,
Goin' to whip that steam drill down-
Goin to whip that steamdrill down.

John Henry says to his Cap'n,
"Send me a twelve-poun' hammer aroun',
A twelve-poun' wid a four-foot handle,
An' I beat yo' steam-drill down,
An I beat yo' steam-drill down."

John Henry hammered in de mountains,
De mountains was so high
De las'words I heard de Po'boy say!
"Gimme A cool drink o'water fo' I dio,
"Gimme a cool drink o'water fo' I dio."

John Henry went down on de railroad,
Wid a twelve-poun' hammer by his sido,
He walked down de track, but he never come back,
' Cause he laid down his hammer an'he died,
Yes, he laid down his hammer an' he died,

Negro Heritage Reader for Young People
Negro Heritage Library

Marion Anderson

Mahalia Jackson

Katherine Dunham

Roland Hayes

See Curriculum Guide of Afro-American Biographical Sketches

W. C. HANDY

W. C. Handy recorded the themes of the songs of the early American Negro which expressed the feelings of the laborers and the farmhands, whether it was about their work or about their loves. The "St. Louis Blues" tells of his feelings about not being able to spend the night in many small southern towns because he was a Negro. "I hate to see the sun go down" is a line from that song. W.C. Handy was known as the "Father of the Blues."

CHILD HEALTH WEEK

Charles Drew

See Curriculum Guide of Afro-American Biographical Sketches

Hallie Tanner Johnson

Dr. Hallie Tanner Johnson was the first woman, regardless of race, to practice medicine in the state of Alahama.

The eldest daughter of Bishop B.T. Tanner of the A.M.E. Church, she was the resident physician at the Tuskegee University Clinic in Alabama, a post given her by Booker T. Washington. Her later work at Tuskegee included the establishment of a nurse's school and a dispensary.

Prior to her acceptance by the State Board of Alabama, newspapers ridiculed the fact that a Negro was even to appear before the State Board. After she qualified as a practitioner, her achievement was recorded in all the major American newspapers.

Dr. Johnson was the sister of Henry Tanner, the celebrated American painter.

James Farmer

James Farmer was born in Marshall, Texas in 1920. He first gained national attention as one of the founders of the Congress of Racial Equality.

In 1968, Farmer, running on both the Republican and Liberal tickets, lost the election to the United States Congress from the twelfth district in Brooklyn, New York. That same year he was active in the Black Independents and Democrats, a group that supported Nelson A. Rockefeller in his unsuccessful attempt to win the 1968 Republican nomination for President.

In 1969 Farmer was named an Assistant Secretary of Health, Education, and Welfare under the Administration of President Richard Nixon.

May 19 - Birthday of Malcolm X

Civil Rights Organizations

The N.A.A.C.P.

The National Association for the Advancement of Colored People was organized by 1910. Two very important leaders in this founding were Mary White Ovington and W.E. B. Du Bois. The success of this organization has been outstanding. Through court action, it has been able to get legislation or court decisions outlawing discrimination in public places, voting, schools, transportation, and jobs. It has engaged in direct actions such as sit-ins and picketing. Today the N.A.A.C.P. has nearly fifteen hundred chapters throughout the United States.

CORE

The Congress of Racial Equality was started as a pilot project by James Farmer in Chicago, Illinois in 1942.

A group of interracial students was used to test discriminatory practices and laws by peaceful demonstrations such as sit-ins and picketing. This project was a great success and in 1943 it became a national organization.

S.N.C.C.

The Student Nonviolent Coordinating Committee was organized in 1960 in Raleigh, North Carolina by Ella Baker. This group of Negro College students desegragated many public places with its

sit-in activities. Since 1960 the group has expanded its activities to include various kinds of demonstrations. It also works on voter registration.

Memorial Day

Captain Robert Smalls

One of the most exciting stories of the Civil War is about Robert Smalls. Robert Smalls was born April 5, 1839. He was born in slavery and obtained his freedom by impersonating the captain of a southern gun-boat and taking the gun boat through to a Union port!

Smalls and his companions served as slaves aboard the Confederate gunboat "Planter." Smalls studied the manner in which the officers of the boat operated the machinery. One Night, when the officers had left the boat, Robert Smalls took charge of the boat and guided it right through the Confederate ports. As he passed each post, he gave the correct signal, and the Confederate guards thought nothing strange was going on! The clever Robert Smalls pulled the Captain's hat down over his own head and pulled the collar of the captain's coat around his neck so that his face would not be seen. Fortunately there was fog in the air and Smalls, and his companions, easily slipped the gun-boat through the waters to Union territory.

Robert Smalls delivered the gun-boat to the Union Lines, won his freedom and became a captain in the Union Navy. Later, he became a congressman of the United States. He died in 1915.

Major Martin R. Delany

One of the first black field-grade officers to serve in the Civil War was Major Martin R. Delany. Delany, the son of free Negroes, graduated from Harvard Medical School and was active in recruiting Negro soldiers. He served in Chicago as an army doctor until 1865 when he was promoted to major and ordered to Charleston, South Carolina.

Colonel Charles Young

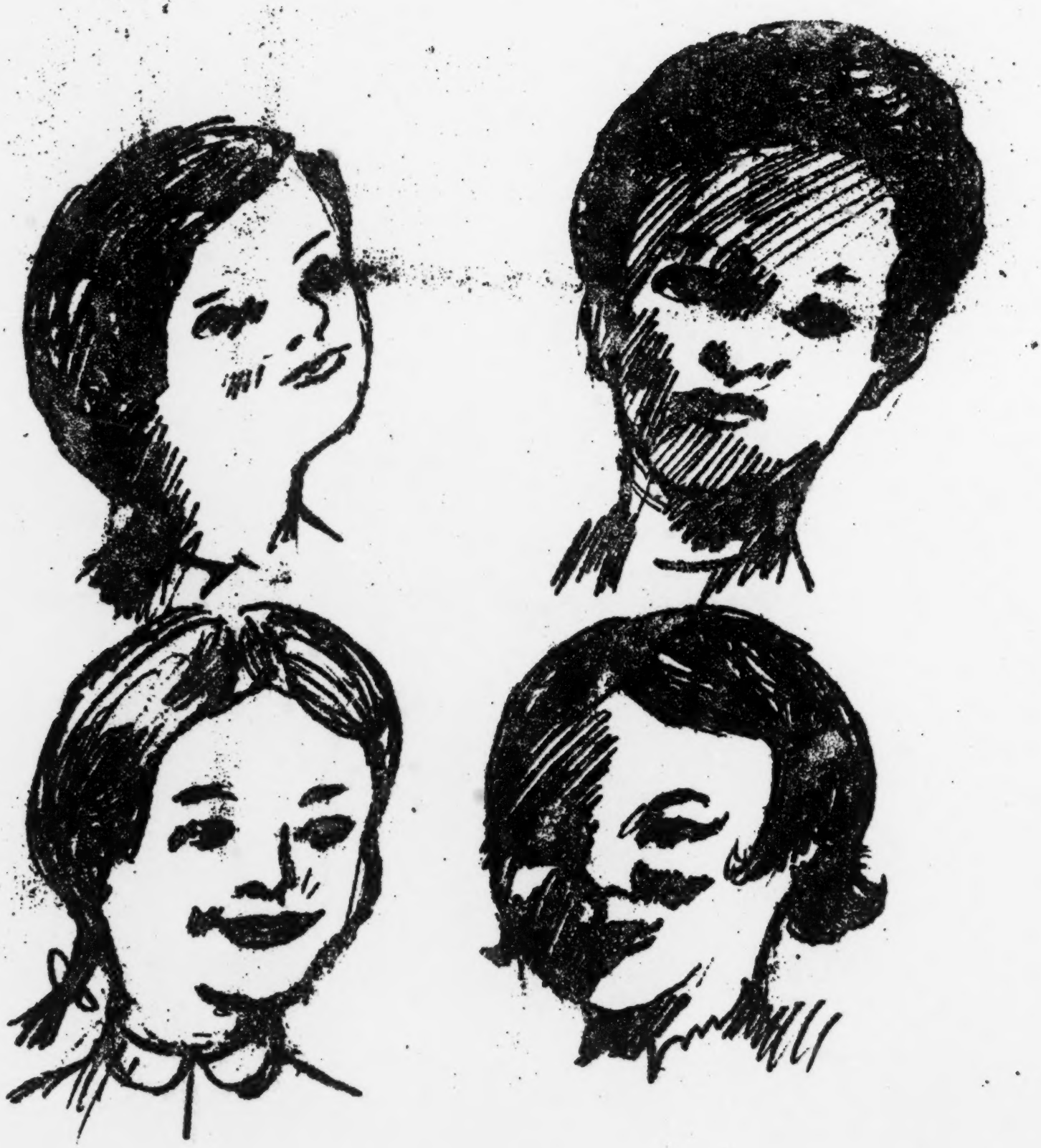
Charles Young, a black graduate of West Point, was promoted to rank of Major and placed in command of the 9th Cavalry. Young had been born in Maysclick, Kentucky, March 12, 1864. He won an appointment to West Point Military Academy in 1884. There his white classmates subjected him to unbelievable indignities; many would not talk to him. Nevertheless, he finished the course and graduated in 1889. He was then commissioned a Second Lieutenant and attached to the 19th Cavalry.

Dorie Miller

One of the first heros of World War II was Dorie Miller, a Navy mess steward on the U.S.S. battleship Arizona. He was awarded the Navy Cross for his courage and daring during the surprise attack on the United States Fleet at Pearl Harbor on December 7, 1941. The captain of his ship was wounded during the attack. With falling bombs and machine-gun fire from low flying enemy aircraft surrounding him. Dorie Miller moved his captain from the bridge of the ship to a safer place. Then he went to an unmanned machine gun and blasted away at the enemy planes. Even though he had never used a machine-gun before,

Dorie Miller brought down four Japanese fighters. His heroism was loudly declared, but Dorie Miller was not honored with a promotion from the rank of mess steward. The Navy was slow at this time to accept Negroes in positions other than the stewards branch.

Benjamin O. Davis, Jr.
See Curriculum Guide - Afro-
American Biographical Sketches



WE PLAY TOGETHER.

JUNE

"The mission of Art is to represent nature; not to imitate her.

-W.M. Hunt-

Concepts

Specialist

One who learns to do his job well

Appreciation

To value a person or thing at the true worth

Respect

To look up to; to hold in high esteem

Share

To experience or enjoy with others

Generalizations

1. Many kinds of specialists have produced services and goods which have been beneficial to mankind.
2. Many different groups of people have contributed to the culture of America.
3. All people who make worth-while contributions should be held in high esteem.
4. People share their contributions with other people.

Knowledge

1. To know that Henry O. Tanner was a Black Specialist in the field of art.
2. To know that the paintings of Henry O. Tanner are held in high esteem, not only in America, but other countries as well.
3. To know that people express themselves in a variety of ways.
4. To know that people share their contributions with other people.

Skills

1. To be able to discuss the life and achievements of Henry O. Tanner.

2. To be able to appreciate the works of Tanner

3. To be able to draw pictures from imagination

4. To be able to share learnings of Tanner with other pupils

Activities

1. Read and discuss achievements of Henry O. Tanner, famous Black artist. Curriculum Guide on Black and Hispanic Art. p.21

2. Show Negro Heritage Transparencies of Henry O. Tanner. ERS

3. Learn poem, "Henry O. Tanner." Curriculum Guide on Afro-American Biographies- Section 15

4. Pupils can make crayon drawings of "Daniel in the Lion's Den" and "The Banjo Lesson."

5. Have art exhibition of drawings and invite other class to view them.

III. Materials

A. Books for Teachers

Adams, Russell L. Great Negroes, Past and Present. Chicago: Afro Am., 1963

Archibald, Helen A., ed. Negro History and Culture Chicago: Chicago City Missionary Society, 1965.

Bontemps, Arna Wendell. Story of the Negro. New York: Knopf, 1962.

Curriculum Guide. Afro-American Biographies. Camden, New Jersey, 1968.

Curriculum Guide. Elementary Literature. Camden, New Jersey, 1969.

Curriculum Guide. The Community and its Helpers. Camden, 1968.

Dannett, Sylvia G. Profiles of Negro Womanhood, Negro Heritage Library - Volume I. New York: Educational Heritage Inc., 1964

Dett, Nathaniel R. Negro Spirituals. London: Blandford Press, 1959

Faust, Arthur Huff. America. Philadelphia: Franklin Publishing and Supply Company, 1969.

Goodman, Mary Ellen. Race Awareness in Young Children. New York: Collier Books, 1952.

Hopkins, Lee Bennett. Important Dates in Afro-American History. New York: Franklin Watts, Inc., 1969.

Hughes, Langston. Famous American Negroes. New York: Dodd, Mead & Company, 1954.

Hughes, Langston and Milton Meltzer. Pictorial History of the Negro in America. New York: Crown Publishers, Inc., 1956.

Joyce, Bruce R. Strategies for Elementary Social Science Education. Chicago: Science Research Associates, Inc., 1965.

Miller, Major, Donald L. An Album of Black Americans in the Armed Forces. New York: Franklin Watts, Inc., 1969.

Center for the study of Instruction. Principles and Practices in the Teaching of the Social Sciences. New York: Harcourt, Brace and World, Inc., 1970.

Quarles, Benjamin. The Negro in the Making of America. New York: The Macmillan Co., 1968

Riessman, Frank. The Culturally Deprived Child. New York: Harper and Row, 1962.

Taga, Hilda. Teacher's Handbook for Elementary Social Studies? Massachusetts: Addison-Wesley Publishing Co., Inc., 1967.

Negro Heritage Library, Volume I. Negroes in Public Affairs and Government. New York: Educational Heritage, Inc., 1966.

Negro Heritage Library. Negro Heritage Reader for Young People. New York: Educational Heritage, Inc., 1965.

Wesley, Edgar Bruce and Mary Adams. Teaching Social Studies in Elementary Schools. Boston: Heath and Co., 1952.

Woodson, Carter G., Wesley, Charles H. The Negro In Our History. Washington, D. C.: The Associated Publishers, Inc., 1962.

Young, Margaret B. The First Book of American Negroes. New York: Franklin Watts, Inc., 1966.

Young, Margaret B. Black American Leaders. New York: Franklin Watts, Inc., 1969.

Pamphlets for Teachers

1. Unit Teaching in Social Studies. Prepared by the Social Studies and Science Curriculum Committee for the Elementary Schools. Philadelphia: Board of Education, 1963.
2. Johnson, Edwina Chavers. Guide for Teachers on Contributions of Afro-Americans to the American Culture. New York: 114-52 207 Street, Cambria Heights, Queens, 1963.
3. Freedomways - A Quarterly Review of the Negro Freedom Movement, Foundations of Racism in American Life, Freedomways Associates, Inc., Vol. 4 No. 4, Fourth Quarter, Fall, 1964.
4. Havighurst, Robert J., How Education Changes Society, Confluence: An International Forum, VI, Spring 1957.
5. Joyce, Bruce R., "Humanizing Social Studies Content", Elementary School Journal LXIII, Dec., 1962.
6. The Mott Adult Education Programs Lecture - Discussion Dept. In Association with Ebony Magazine. Today's Negro Americans and Their Contributions to Their Country. Flint, Michigan: School District, 1967.
7. Crispus Attucks Negro History Bulletin - Vol. 32, April, 1969. The Association for the Study of Negro Life and History, Washington, D.C.
8. Golden Legacy. Fitzgerald Publishing Co., Inc. 205-25 111th Hallis Road, New York, New York.
9. American Traveller's Guide to Negro History. Public Relations Dept., American Oil Co., 910 S. Michigan Ave., Chicago, Ill.

10. Black Heroes of the American Revolution. National Association for the Advancement of Colored People, 20 West 40th St., New York, New York.

Magazines for Teachers

1. Ebony Magazine. Chicago, Illinois: Johnson Publishing Co., (monthly)
2. The Crisis. Crisis Publishing Co., 20 W. 40th St., New York, N.Y. Official Publication of the NAACP, (monthly).

Books for Children

1. Bontemps, Arna. Famous Negro Athletes. New York: Dodd, Mead and Co., 1964.
2. Bontemps, Arna W. ed. Frederick Douglass. New York: Knopf, 1959.
3. Bontemps, Arna W. ed. Negro American Heritage. San Francisco: Century School Press, 1965.
4. De Angeli, Marguerite. Bright April. New York: Doubleday and Co., Inc.
5. Dett, Nathaniel R. Negro Spirituals. London: Blandford Press, 1959.
6. Epstein, Samuel and Beryl. George Washington Carver. Champaign, Illinois: Garrard Publishing Co., 1960.
7. Fall, Thomas. Canal to Freedom. New York: Dial Press, 1966.
8. Hughes, Langston. Famous American Negroes. New York: Dodd, Mead and Co., 1958.

9. Hughes, Langston and Meltzer, Milton. Pictorial History of the Negro in America.New York: Crown Publishers Inc., 1956.

10. Mc Govern, Ann. Runaway Slave. New York: Scholastic, 1965.

11. Patterson, Lillie G. Booker T. Washington: Leader of His People. Champaign, Illinois: Gerrard Press, 1962.

12. Rowe, Jeanne A. City Visits City Workers. New York: Franklin Watts, Inc., 1969.

13. Steinman, Beatrice and Quarles, Benjamin. Lift Every Voice. Garden City, New York: Doubleday Zenith, 1965.

14. Shackelford, Jane Dabney. The Child's Story of the Negro. Washington, D.C.: The Associated Publishers, Inc., 1968.

15. Udry, Janice May. What Mary Jo Shared. Albert Whitman and Co.

16. Whiting, Helen Adele. Negro Art, Music and Rhyme. Washington: Associated Publishers, 1938.

17. Young, Margaret B. The First Book of American Negroes. New York: Franklin Watts, Inc., 1966.

18. Young, Margaret B. The Picture Life of Martin Luther King, Jr. New York: Franklin Watts, Inc., 1968.

POETRY BOOKS

1. Bontemps, Arna. Golden Slippers. New York: Harper and Row Publishers, Inc., 1941.

2. Brooks, Gwendolyn. Bronzeville Boys and Girls. New York: Harper Row Publishers, 1956.

3. Culver, Eloise. Great American Negroes. Washington, D.C. Associated Publishers, Inc., 1966.

4. Hildegarde, Hoyt and Swift. North Star. William Morrow and Co., 1947

5. Howells, W.D. The Complete Poems of Paul Laurence Dunbar. New York: Dodd, Mead, and Co., 1968.

6. Hughes, Langston. The Dreamkeeper and Other Poems. New York: Alfred Knopf, 1956.

7. Hughes, Langston and Bontemps, Arna. The Poetry of the Negro. New York: Doubleday and Co., Inc., 1956.

8. McBrown, Gertrude Parthenia. The Picture Poetry Book. Washington, D.C.: The Associated Publishers Inc., 1946.

FILMS

1. The House on Cedar Hill (Frederick Douglass).
2. The Negro Soldier.
3. Hands That Made America.
4. Booker T. Washington.

Visual Materials Center, The Chicago Public Library, Chicago, Ill.

FILMSTRIPS

1. Booker T. Washington
2. George W. Carver - Plant Doctor
3. Crossroad At Cedarmont
4. George Washington Carver

Visual Materials Center, The Chicago Public Library, Chicago, Ill.

5. Benjamin Banneker

6. Mary McLeod Bethune
7. George W. Carver
8. Frederick Douglass
9. Robert Smalls
10. Harriet Tubman
11. Booker T. Washington
12. Marion Anderson

SVE - Educational Filmstrips, 1345 Diversey Parkway, Chicago, Illinois, 60614.

13. Man Who Discovered the Grand Canyon
14. Memorial Day
15. What's Inside of You
16. What Is a Congressman
17. What Is a President
18. Harriet Tubman
19. Frederick Douglass
20. Booker T. Washington
21. Jackie Robinson
22. Sojourner Truth
23. Martin Luther King, Jr.
24. George Washington Carver
25. Mary McLeod Bethune
26. Estevanico
27. James Weldon Johnson
28. Matthew Henson
29. Thurgood Marshall
30. Gwendolyn Brooks
31. Benjamin O. Davis, Jr.

Educational Reading Service, East 64 Midland Ave. Paramus, New Jersey, 07652.

TRANSPARENCIES

1. Mary McLeod Bethune
2. Gwendolyn Brooks
3. Ralph Bunche
4. Benjamin O. Davis, Jr.
5. Charles Drew
6. Estevanico
7. Matthew Henson
8. Langston Hughes
9. James Weldon Johnson
10. Jackie Robinson
11. Henry O. Tanner

Educational Reading Service, East 64 Midland Ave.
Paramus, N. J. 07652.

RECORDS

1. Bontemps, Arna. Anthology of Negro Poetry for Young People - Folkways
2. Adventures in Negro History - Highlight Radio Production, 1963. (Pepsi Cola)
3. An Anthology of Negro Poetry for Young People - Compiled and read by Arna Bontemps - Folkways
4. Anthology of Negro Poets - Folkways
5. He's Got The Whole World In His Hands - Marian Anderson, ERS
6. Martin Luther King at Zion Hill - PICA Production
7. Negro Folk Music of Africa and America - Sterling Brown and Langston Hughes - Folkways/ Scholastic

8. The Negro in American History - National Education, 1201-16th St., N.W. Washington, D.C.

9. Sounds of Achievement: The Negro Heritage on Records by David Dach - Folkways

10. The Negro Story - Folkways

11. New Port 1958 - Mahalia Jackson - Columbia

PICTURES

1. Set of Famous Blacks - Afro American Literature, 1135 S. 40th St., Phila., Pa.

2. Association for the Study of Negro Life & History, Inc. 1538 9th St., N.W. Washington, D.C.

CALENDAR

1. Negro Historical Calendar - Seagram Distillers Company, P.O. Box 2379, Grand Central Station, New York, N.Y.

2. Calendar of Intercultural Advancement: Historical Notations for Each Day of the Year - The Association for the Study of Negro Life and History, Inc., 1538 Ninth St., N.W. Washington 1, D.C.

KITS

Negro History Kit

Coca Cola Bottling Co.
1250 Glen Ave. Moorestown, N.J.